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THIS ANNOTATED BIBLIOGRAPHY CONTAINS 43 INDEXED AND ABSTRACTED ENTRIES ON VARIOUS ASPECTS OF COMMUNITY EDUCATION FOR ADULTS, ESPECIALLY COMMUNITY PUBLIC SERVICE, PROJECTS AND PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 AND OTHER FEDERAL PROGRAMS, REPORTS OF SPECIFIC REGIONAL AND LOCAL PROGRAMS ON MANPOWER DEVELOPMENT, AND URBAN AND RURAL PROJECTS. MOST OF THE DOCUMENTS ARE DATED 1967 WITH SEVERAL DATED 1965 AND 1966. (SG)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

COMMUNITY EDUCATION FOR ADULTS

Current Information Sources, No. 16

March, 1968

AC 001 939

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COMMUNITY EDUCATION FOR ADULTS / Current Information Sources, No. 16

ABSTRACT

AC 001 939 E COMMUNITY EDUCATION FOR ADULTS (Current information, no.16)
ERIC Clearinghouse on Adult Education, Syracuse, N.Y. qpx84920
Mar 68 EDRS PRICE MF-$0.25 HC-$1.25 28p.

TERMS: *community education, *adult education programs, *annotated bibliographies, *community service programs, *federal programs,

ABSTRACT: This annotated bibliography contains 43 indexed and abstracted entries on various aspects of community education for adults, especially community public service, projects and programs under Title I of the Higher Education Act of 1965 and other federal programs, reports of specific regional and local programs on manpower development, and urban and rural projects. Most of the documents are dated 1967 with several dated 1965 and 1966. (sg)

SECONDARY TERMS: leadership training, citizenship responsibility, community development, state programs, universities, subprofessionals, university extension, general education, training techniques, higher education, urban areas, manpower development, volunteer training, urban extension, labor education,

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All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be obtained from the ERIC Clearinghouse on Adult Education.

AC 001 535 E COMMUNITY EDUCATION FOR ADULTS, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.84 21p.

TERMS: *annotated bibliographies, *community education, *adult education programs, community action, leadership training,

ABSTRACT: An annotated bibliography contains 30 indexed and abstracted entries on numerous aspects and concerns of community education for adults, including community development in the United States and abroad, manpower development, leadership and professional training, educational and information needs, dynamics of social change, community planning and action, and the functions and purposes of urban, rural, and university extension. (ly)

SECONDARY TERMS: manpower development, community development, community leaders, public affairs education, city officials, urban extension, rural extension, university extension, employment, professional training, apprenticeships, social change, developing nations, federal programs, educational needs, information needs, disadvantaged youth, community planning,

AC 001 563 E HIGHER ADULT EDUCATION, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. OCT 67 EDRS PRICE MF-$0.09 HC-$1.04 26p.

TERMS: *annotated bibliographies, *higher education, *adult education, *university extension, educational methods, urban extension,

ABSTRACT: The forty-one items indexed and abstracted in this bibliography deal largely with fine arts education, urban extension, community development, leadership training (including civil rights), managerial and professional education, vocational training, public television, and participant characteristics, together with such concerns as educational needs and attitudes, testing, program development, and the use of evening classes, correspondence study, and the residential method. Also noted are historical reviews of extension work at Rutgers, the University of Texas, and the University of Chicago, and a Peace Corps program of field training. (ly)

SECONDARY TERMS: research, historical reviews, program descriptions, art education, leadership training, civil rights, cross cultural training, community development, management development, professional continuing education, community action, evening colleges, educational television, public television, program planning, correspondence study, residential programs, Peace Corps,

AC 001 660 E THE UNIVERSITY AT THE SERVICE OF SOCIETY (Summary of a discussion by the trustees of the Carnegie Foundation for the Advancement of Teaching, Annual Meeting, (61st) New York, Nov 16, 1966). Carnegie Foundation for the Advancement of Teaching.67 EDRS PRICE MF-$0.25 HC-$0.76 19p.

TERMS: *social problems, *role perception, *community service programs, *educational responsibility, *university extension, universities,

ABSTRACT: One extreme view of university public service regards it as an improper function because it is not consistent with an academic institution's basic responsibilities for teaching and research. The opposite view of academic public service holds that universities have an obligation to identify and actively combat social wrongs, and thus to help to support the higher values of the larger society. A practical middle approach would include maintaining high standards of social justice in an institution's own affairs, providing a haven and a meeting place for diverse opinions and interests, managing (on an emergency basis only) urgent national or local projects, and coordinating joint attacks by several segments of society on large scale social problems. In any event, institutions must not seek contracts simply for reasons of self aggrandizement, or allow themselves to be treated merely as ready sources of expertise. Issues of administration, academic freedom, secrecy and security, legal and moral responsibility for participating faculty members, and wider allocation of responsibility for public service activities must also be faced. (This document is a reprint from the 1966-67 annual report of the Carnegie Foundation for the Advancement of Teaching) (ly)

SECONDARY TERMS: educational philosophy, professional services, extension education, policy formation, interagency cooperation, community responsibility, national programs, government role, college faculty,

AC 000 172 C THE URBAN UNIVERSITY, AND THE FUTURE OF OUR CITIES. Klotsche, J. Martin. 66 158p.

TERMS: *community responsibility, *universities, *community cooperation *urban areas, student characteristics,

ABSTRACT: Written to highlight the place in American higher education of the university located in the city, this volume presents the main trends of urban higher education, including discussions of the urban university student, urban university and the arts, and responsibility of universities in solving urban problems. (Published by Harper and Row, New York).

AC 001 673 I LIBERAL EDUCATION FOR ADULTS IN A CHANGING SOCIETY (Reprint from SCHOOL AND SOCIETY, December 10, 1966/452-458). Allen, James E. 66 5p.
TERMS: *general education, *adult education programs, *continuing education, college role, college cooperation, citizenship responsibility,

ABSTRACT: Liberal education for adults is challenged to meet the problems of a rapidly changing society. Previous general education has not produced the desired results in terms of developing a sense of responsibility to society, in alleviating mistrust and suspicion among men and nations. Apathy and lack of interest are the most serious handicaps to development of meaningful educational programs. Continuing education programs must respond imaginatively and effectively to the growing need for their services among community and government agencies, and education, health, welfare, housing, labor, industry, science, and communications organizations. Among new resources available to help colleges and universities revitalize and reorganize their continuing education programs is Title I. It establishes continuing education for adults as an integral part of the nations total education system, and has created a positive atmosphere for each state to organize continuing education programs for the solution of community problems. Private and public institutions with such education programs will be expected to give increased financial and organizational support. In New York State, Title I provides for such individual and community services as programs for talented and gifted adults, culturally and economically deprived adults, and training of research workers in urban affairs. (pt)
SECONDARY TERMS: community organizations, education, health, welfare, housing, labor industry, communications, organizations(groups), community problems, private agencies, financial support, community support, community services, gifted, economically disadvantaged, culturally disadvantaged, urban areas, professional training, Title I, New York State,

AC 001 355 E THE INTERAMERICAN CONSULTATION ON URBAN COMMUNITY DEVELOPMENT (Summary of report of a conference held at Panama City, Panama Jun 7-9, 1966). Bentley, Harold W. * Moe, Edward O. Adult Education Association of the U.S.A., Washington. Agency for International Development, Washington. 66 EDRS PRICE MF-$0.18 HC-$2.76 69p.
TERMS: *community development, *urban areas, *technical assistance, *communication problems, *cultural exchange, specialists,

ABSTRACT: The Interamerican Consultation on Urban Development was organized by the Adult Education Association of the United States, under contract with the Agency for International Development (AID). Representatives from eight Latin American Countries, the United States, and international organizations such as the Peace Corps, UNESCO, UN, and AID attempted to identify the major issues in community development in urban areas, exchange information about existing programs, and explore ways to facilitate a two-way exchange of ideas. Among the 11 major issues in community development discussed were--clarification of the concept of community development and its relevance in urban areas, urbanization and national development, structure for community participation, discrimination based on color, culture, and class differences, use of community resources, roles of the people, technical specialists and foreign agencies. The Nuevo Veranillo Project in Panama City was studied. Critical problems in the relationships of the Americas were revealed--differing philosophies, approaches, and politics. Among the suggestions for strengthening development programs in the Americas were more international meetings and the establishment of a clearinghouse on language and translation problems. (pt)
SECONDARY TERMS: urban slums, rural urban differences, community consultants, volunteers, discrimination, role perception, Spanish Americans, Spanish speaking,

(over)

AC 001 065 C COMMUNITY NEEDS AND HIGHER CONTINUING EDUCATION (IN THE CONTINUING TASK, REFLECTION ON PURPOSE IN HIGHER CONTINUING EDUCATION, CSLEA 1967/17-25). Blackwell, Gordon W. Center for the Study of Liberal Education for Adults, Boston. 11p.

TERMS: *university extension, *higher education, *adult programs, *community problems, *objectives,

ABSTRACT: Urban universities and continuing higher education may help meet the needs of the changing urban community by reorganizing its continuing education activities to meet constantly changing needs. Universities, geared more directly to social action than 15 years ago, are entering into creative partnership with the government, industry and civic organizations. (ly)

AC 001 131 I A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK (Ed.D. thesis). Festine, Armond J. Syracuse Univ., Syracuse, N.Y. JUN 67 156p.

TERMS: *community colleges, *adult education programs, *administrative policy, *community responsibility, *community service programs, state universities,

ABSTRACT: This study investigated the stated commitment made by the community colleges of the State Unviersity of New York to provide community service programs to meet educational needs of adults and how this has been achieved. The age of the college, the size of the community, the number of colleges offering programs within the community, and the methods of financing programs are also examined. Data were obtained from college catalogs and promotional literature, interviews with college administrators, and questionnaires mailed to each college. Analysis of data revealed that 15 colleges had made a complete commitment to provide programs and 13 had made a limited one. A total of 581 community service programs were reported by the colleges for the academic year 1964-65. It was concluded that the communityservice function has not been fully accepted as a major educational objective by community colleges. Discrepancies exist between colleges stated commitment and practice. The greatest contribution made by the colleges was their financial support of programs presented to meet cultural educative needs of adults. Tables and references are included. (author/aj)

SECONDARY TERMS: community services, financial policy, statistical data, financial support, educational needs, educational objectives, community education, doctoral theses, Syracuse University, New York State,

AC 001 369 E
ED 012 874

COLLEGE-COMMUNITY CONSULTATION. Axford, Roger W., ed. Northern Illinois Univ., DeKalb. College of Continuing Education. 67 EDRS PRICE MF-$0.09 HC-$1.92 48p.

TERMS: *community resources, *community consultants, *universities, *community responsibility, *college faculty, college cooperation,

ABSTRACT: The modern university recognizes three major responsibilities-- teaching, research, and public service. Representatives of 14 colleges and universities met at Northern Illinois University to discuss the role the college can play in working with the community of which it is a part. This publication is an outgrowth of that conference, one of seven conducted in Illinois under a federally- financed program designed to train consultants to citizens' groups in the development of community resources. The effective use of college and university faculty as consultants on such problems as industrial development, population expansion, housing, urban redevelopment planning, curriculum development, and school finance is illustrated by case studies. Some of the methodology for a successful consultant, including the technical and human relations aspects and the pitfalls of ineffective consultation, is included. Guidelines for the organization and operation of local citizen advisory committees are given to aid those who will be working with citizens' committees in implementing the consultants' recommendations. (This document was published by the Enlightenment Press, DeKalb, Illinois 60115.) (aj)

SECONDARY TERMS: school community cooperation, citizens councils, citizen participation, community surveys, program evaluation, public relations, community problems, urban areas, teachers, Northern Illinois University,

AC 001 352 E

NEW DIMENSIONS IN COMMUNITY DEVELOPMENT (Proceedings of the Division of Community Development, 51st annual meeting, National University Extension Association, Jul 23-26, 1966). Iowa Univ., Iowa City. Institute of Public Affairs. DEC 66 EDRS PRICE MF-$0.50 HC-$3.12 78p.

TERMS: *universities, *university extension, *community development, *community responsibility, leadership training, human relations,

ABSTRACT: Seven major papers were presented at the annual meeting of the Division of Community Development of the National University Extension Association. Jules Pagano of the U.S. Office of Education presented a philosophy of adult education as a process to supply catalytic action to solve national problems. C.J. Roberts and Elden Jacobson outlined the University of Oklahoma's "Professor of the City" concept as it is administered in Tulsa in response to the problem of urbanization. Duane Gibson and Albert Levak, of Michigan State University, presented a design for an Office of Human Relations within a university to work with local committees and carry on training, consultation, and research. K.E. Glancy discussed the work of Appalachian Center of West Virginia University in providing knowledge for decision-making Raphael Salmon of Battelle Memorial Institute outlined ways in which universities can involve themselves in community/regional development programs. John Hawley described some aspects of Southern Illinois University's Office of Economic Opportunity training activities which were undertaken upon individual agency requests. Lawrence Suhm of the University of Wisconsin outlined weaknesses of universities in solving problems related to poverty. (rt)

SECONDARY TERMS: community involvement, community service programs, college faculty, urban areas, adult education, educational philosophy, decision making, regional programs, poverty programs, research needs, educational innovation, community problems, Tulsa, Southern Illinois University,

AC 001 399 E
ED 012 879

COMMUNITY DEVELOPMENT (Proceedings of the Division of Community Development, 52nd Annual Meeting, National University Extension Association, Apr 22-25, 1967). Iowa Univ., Iowa City. Institute of Public Affairs.
AUG 67 EDRS PRICE MF-$0.09 HC-$2.32 58p.

TERMS: *community development, *leadership, *change agents, *social change, *university extension, educational objectives,

ABSTRACT: In papers presented at the 1967 meeting of the National University Extension Association, a university extension director, academic experts on community theory, regional and community affairs, and agricultural economics, and Federal administrators discuss issues and ideas affecting the role of higher education in helping to improve communities. The requisites for purposive social change are examined against the backdrop of complex social structures and rapidly changing social relationships and values. A hierarchical geographic model is set forth to illustrate a conception of urban growth and functions. Community development is viewed in terms of the kinds of leadership needed to help citizens meet economic and other problems that require group decision and group action. A proposed college-public service training program would engage students (mainly university undergraduates) in seminars, workshops, and practical service to the community, either during the school term or in vacation periods. Finally, two assessments of the outlook for community service and planning policy under Title I of the Higher Education Act of 1965 give evidence of both success and failure in developing comprehensive, interdisciplinary programs founded on the basic processes of social change. (ly)

SECONDARY TERMS: urban areas, educational planning, conflict, community services, community involvement, college students, leadership training, area studies, behavior change, social structure, population distribution, community leaders, work experience programs, Title I Higher Education Act (1965),

AC 000 753 C

NUEA COMMUNITY DEVELOPMENT DIVISION, PROCEEDINGS OF MEETINGS AND SEMINARS, 1960, 1962, 1963, 1965. National University Extension Association, Minneapolis. Community Development Div. 4v.

TERMS: *community development, *action programs (community), *universities, *urban renewal, *leadership training, poverty programs,

ABSTRACT: Volumes are-- PROCEEDINGS, GULL LAKE SEMINAR (Sep 10-14, 1960); PROCEEDINGS, NUEA ANNUAL CONFERENCE, COMMUNITY DEVELOPMENT DIVISION (47th, Univ. of Nebraska, Apr 27-May 2, 1962); PROCEEDINGS, NUEA COMMUNITY DEVELOPMENT SEMINAR (Southern Illinois Univ., Jun 9-13, 1963;) and UNIVERSITY COMMUNITY DEVELOPMENT PROGRAMS AND THE WAR ON POVERTY, NUEA ANNUAL MEETING (50th, Purdue Univ., Apr 25-28, 1965).

AC 000 284 C A HANDBOOK OF BACKGROUND INFORMATION. NUEA, Washington. Division of Community Development. Jul 66 31p.

TERMS: *community development, *extension education, *universities, *program descriptions, *higher education, organization,

ABSTRACT: The organization of the Community Development Division and its programs. publications, and surveys in professional improvement are described. (ja)

AC 001 319 E CITIZENSHIP EDUCATION OF THE YOUNG WORKER (Conference held at Arden House, Harriman, New York, Mar 11-13, 1966). Columbia Univ. Center for Research and Educ. in American Liberties. U.S. Office of Education. Div. of Adult and Vocational Res. 66 OE-6-85-089 EDRS PRICE MF-$0.18 HC-$5.00 125p.

TERMS: *citizenship, *educational opportunities, *public affairs education, *young adults, *laborers, youth opportunities, community programs,

ABSTRACT: For the first time, representatives from corporations, unions, and education met to discuss citizenship education for the young worker, at an Arden House conference, which was sponsored by the Center for Research and Education in American Liberties at Columbia University. After a discussion of citizenship education in a rapidly changing society, education provided by the school system, by corporations, and unions was outlined. A model of a new teaching method (case study) was presented. Business men are attentive to participation in community affairs and corporate philanthropy but problems in corporate educational programs revolve around self-interest vs citizenship responsibility, liberty among employees, and the pressures of the civil rights revolution. In labor unions, there is pressure for conformity, also, and a wide gap between views of top union spokesmen and those of local leaders. Labor education, which has been in essence leadership training to build up organizational strength, is now providing some education in the area of total society, including civil rights. The psychological issues involved in American liberties stem from the sacredness of human life and development in psychological, social, and autonomous freedom. The conference was concluded with discussions of present teaching of American liberties and what the Center might do to improve it. (eb)

(over)

AC 001 424 E GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1968 UNDER TITLE 1, HIGHER EDUCATION ACT OF 1965. ANNUAL AMENDMENT. Georgia Univ., Athens. 67 EDRS PRICE MF-$0.25 HC-$1.64 41p.

TERMS: *educational needs, *evaluation, *community problems, *community leaders, *state programs, university extension, community planning,

ABSTRACT: In accordance with Title 1 of the Higher Education Act of 1965, the Georgia State Agency for Community Service and Continuing Education sponsored conferences to identify problems and to assign priorities to problem areas. During the eight regional conferences, attended by 317 community leaders and interested citizens from 95 Georgia counties, 92 specific community problems were identified. Members of a statewide leadership conference (including 19 representatives of higher education) reviewed the problems cited and undertook to set priorities. Members of the Council of Participating Institutions then assigned the following rank order to the broad problem areas--community development and planning, occupational competence of local government officials, human relations and communication among organizations and socioeconomic groups, self realization, and family life. The State Agency determined that during 1968 highest priority should be given to improving community planning and development, administrative skills of municipal and county officials and employees, and intergroup relations and communication. (The document includes funding proposals, data on participants, and problem areas and priorities.) (ly)

SECONDARY TERMS: government employees, community services, city officials, county officials, communication (thought transfer), manpower development, human relations, intergroup relations, federal legislation, resource allocations, federal aid, Georgia, Higher Education Act (1965),

AC 001 425 E GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Georgia
ED 012 885 University, Athens. MAY 66 EDRS MF-$0.18 HC-$3.36 84p.

TERMS: *state programs, *program proposals, *community development, *leadership training, *community services, geographic areas,

ABSTRACT: Title I of the Higher Education Act of 1965 calls for state plans for comprehensive, coordinated, and statewide systems of community service programs. In the Georgia State Plan the program purposes are outlined, the University of Georgia is designated the state agency for plan administration (including allocating federal funds to participating institutions), and a network of area continuing education centers is provided. Except in special cases when public schools can be approved, institutions of higher education committed to making community service programs available to the population within commuting distance and having supporting staff and facilities will be named area centers. Local citizens will become competent to assume responsible roles in community improvement through basic and specialized Continuing Education Programs in Community Development. In a series of work-study programs, leaders will gain understanding of research theory and method and principles of community action, and develop abilities to study in depth community needs and resources and to plan and implement community programs. (Document includes details of procedure, budget, program and institutional eligibility, and lists of officials and institutions.) (aj)

SECONDARY TERMS: evaluation, demography, federal programs, program administration, selection, community problems, continuing education centers, program descriptions, financial policy, criteria, statistical data, federal aid, universities, Georgia, University of Georgia,

AC 001 265 E ED 012 422 ESTABLISHING CRITERIA AND PROCEDURES FOR SELECTION OF PROPOSALS, COUNCIL OF PARTICIPATING INSTITUTIONS, ADOPTED JUN 6, 1967. REPORT OF THE COMMITTEE. (Title I, Higher Education Act of 1965). Georgia Univ., Athens. Georgia Community Continuing Educ. Serv. JUN 67 EDRS PRICE MF-$0.09 HC-$0.68 17p.

TERMS: *university extension, *program development, *program proposals, *criteria, *evaluation, federal legislation, higher education,

ABSTRACT: The Committee for Establishing Criteria and Procedures for Selection of Proposals in the State of Georgia, advised the creation of a Proposal Review Committee to assess the merits of new university extension projects, proposed for funding under Title I, Higher Education Act of 1965, prior to knowledge of available funds, to accomodate these proposals to the amounts actually funded, and to conduct general evaluation and liaison. General guidelines for funding under Title I called for noncredit programs of adult instruction, at college level or above, to be conducted by qualified institutions within the scope, objectives, and criteria of the Georgia State Plan. Specific program criteria were--an adequate summary statement, a legitimate problem, significant and realistic objectives, service to the right target audience, appropriate staff for project planning, execution, and evaluation, an educationally sound plan of execution, attention to genuine community needs rather than to institutional needs, participation by the community in planning program, real potential for continuing benefits to the wider public, a sound and realistic budget, provision for effective postproject evaluation, and a plan for disseminating information on project methodology and results to interested groups and institutions. (The document included an evaluation checklist.) (ly)

SECONDARY TERMS: state standards, program planning, community involvement,

(over)

AC 001 034 I THE TRIPLE TWO PROJECT (A project under Title I of the Higher Education Act of 1965). Final report. Spracklen, Marvin S. Kearney State College, Nebr., sponsor, May 67 24p.

TERMS: *federal aid, *educational needs, *community problems, *community services, surveys, leadership training, housing, city officials, urban areas, rural areas, recreation, health programs, youth opportunities, youth employment, dependents, females, Title I Higher Education Act, Nebraska,

ABSTRACT: The Triple Two Project (1966-67) was designed to determine needs perceived in south central Nebraska for programs of community service or continuing education and to examine Title I of the Higher Education Act of 1965 as it might relate to them. Twenty-seven communities were chosen as conference areas and divided into three categories by population (10,000 and over, 2,500 to 10,000, and under 2,500). Community lay leaders, local government officials, and Kearney State College educators participated. Community reports and reports from county agents revealed needs relating to local government, housing problems, community leadership, problems of working mothers, health, recreation, and youth opportunities and employment. Specific needs most often voiced, which could be further developed under Title I, were for police schools, training of local governing boards, communications, leadership training, and community workshops on recreation and on services to youth. (The communities are listed by categories in the appendix) (ly)

AC 001 315 E ATTITUDES TOWARD ANTI-POVERTY PROGRAMS IN THE EXTENSION SERVICE, A CASE STUDY (Paper delivered at the 1966 meetings of the Rural Sociological Society, Miami Beach, Florida). Cebotarev, Eleonora A. * King, Gary W. U.S. Dept. of Agriculture. Federal Extension Service. ER and T-123(10-66) OCT 66 EDRS PRICE MF-$0.09 HC-$0.52 13p.

TERMS: *poverty programs, *rural extension, *economically disadvantaged, *program attitudes, attitudes, middle class values, economic

ABSTRACT: In the current war on poverty, the position of the Cooperative Extension Service, which historically has served the middle-class farmer, is not well defined. To identify factors which inhibit the adoption of extension programs for the poor, a study was made of the Service in Mifflin County, Pennsylvania, an Appalachian area having a higher percentage of low income families (under $3,000 per year) than the state as a whole. This paper examines economic and cultural definitions of poverty, presents a structural analysis of extension, and reports on staff attitudes toward anti-poverty work. Data were collected through 62 personal interviews with staff, local leaders, administrators of welfare agencies, and rural and urban low income families. A majority of the respondents stated that work with the poor was legitimate only if they showed interest in improving their condition by participating in extension programs. Others maintained that Extension was not meeting its responsibility to all people and advocated changes. It appeared, however, that Extension would continue traditional programs with individual staff members providing specific anti-poverty efforts, at least in the county studied. (aj)

SECONDARY TERMS: factors, socioeconomic status, cultural factors, changing attitudes, structural analysis, low income groups, organizational change, extension agents, participation, Cooperative Extension Service, Pennsylvania,

AC 001 247 E PROGRESS AND EVALUATION REPORT, A SUMMARY OF ACTIVITIES IN TENNESSEE
ED 012 854 UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Historical and evaluative report of fiscal year 1966 and fiscal year 1967 programs, Jul 1, 1965 to Jun 30, 1967. Tennessee Univ., Knoxville. State Agency for Title I. Tennessee State Advisory Council. AUG 67 EDRS PRICE MF-$0.18 HC-$2.92 73p.

TERMS: *program proposals, *community service programs, *educational objectives, *program descriptions, *program evaluation,

ABSTRACT: The University of Tennessee, designated the State Agency under Title I of the Higher Education Act of 1965, has administered in 13 months more than half a million dollars in approved programs, which provide continuing education and community service programs to advance higher education. A 20-member State Advisory Council, composed of academic, business, labor, and civic leaders, assists the State Agency in developing and administering the Tennessee Plan. The 21 proposals for 1966 involved the participation of 17 colleges and universities and 14 participated in the 12 1967 projects. Eleven of the 1967 proposals are continuations of those of 1966. Each Title I progress and evaluation report includes a statement of the problem, descriptions of program objectives, activities, identification, and status, institutional evaluation, and State Agency recommendations. Program evaluations were prepared from data contained in the proposal form, the Notice of Activation, and the quarterly progress and evaluation reports with their attachments, including brochures, publicity, program rosters, and evaluation instruments. (aj)

SECONDARY TERMS: financial support, community problems, health services, leadership training, low income groups, urban areas, family services, professional continuing education, inservice training, Tennessee, Higher Education Act of 1965,

AC 001 775 E SPECIAL PROGRAMS UNDER TITLE I HIGHER EDUCATION ACT OF 1965, Aug 1966, Oct 1967. Final report. New York State Univ., Farmingdale. Ag. and Tech. College. 67 EDRS PRICE MF-$0.25 HC-$0.44 11p.

TERMS: *adult education programs, *community education, *career planning, *community services, *vocational development, womens

ABSTRACT: In 1966, the State University of New York at Farmingdale developed three noncredit daytime programs in education for community service. Gateway to Careers for Women, a 15-session workshop, provided field assignments, jobfinding skills, and counseling. New Horizons for Later Years was a 10-session program for older men and women preparing for retirement. Medicare-Aide Training Program provided a 10-session workshop to train men and women as paid or volunteer nurses aides. All programs involved guest speakers, field trips, films, new techniques in group guidance, and creative teaching materials. Attendance was well above average for adult education programs. Some of the participants received tuition grants and transportation stipends. Instructors included a nurse, a social worker, and three assistant instructors working in a team teaching situation. Community involvement exceeded expectation and media coverage was extensive, the greatest response coming from newspaper articles. Requests for materials and information have come from many organizations and individuals, and the staff have been involved in related conferences, programs, and advisory groups. During the 1967-68 academic year, an expanded curriculum will provide training for nurses aides, leaders, hard-core unemployed women, and teachers aides. (pt)

SECONDARY TERMS: education, information dissemination, leadership training, retirement, promotion (publicize), daytime programs, nurses aides, news media, instructional staff, volunteers, participant characteristics, attendance patterns, nonprofessional personnel, economically disadvantaged,

AC 001 733 E THE AGONY OF THE INNER CITY, WHAT CAN CONTINUING EDUCATION DO? Drazek, Stanley J., ed. Maryland Univ., College Park. State Agency for Title 1. DEC 67 EDRS PRICE MF-$0.25 HC-$1.44 36p.

TERMS: *university extension, *urban extension, *inner city, *ghettos, *community problems, Negroes, slum environment, universities,

ABSTRACT: The report of a panel program by the Council on Extension at the eighty-first national conference of the National Association of State Universities and Land-Grant Colleges in November, 1967, featured urban and university leaders representing Detroit, Milwaukee, Newark, and Watts. The first address compared the plight of American inner city Negro ghettos with that of Eastern European Jewry. The second described University of Wisconsin extension efforts to promote employment, better housing, consumer education, health, education, and improved race relations and human relations in the Milwaukee inner city. The third, which cited Rutgers University extension programs, urged broader university extension programs of training and education. The last address surveyed the inadequately met social and economic needs of the Watts area, and recent UCLA interracial discussion programs and similar extension efforts aimed at meeting these needs. (The document includes chapter references.) (This document is available from the State Agency for Title 1, University College, University of Maryland, College Park 20742) (1y)

SECONDARY TERMS: community development, community education, race relations, conflict, discussion programs, Jews, civil rights, community leaders, disadvantaged environment, Detroit, Milwaukee, Newark, Watts, Los Angeles, UCLA, University of Wisconsin, Rutgers University,

AC 001 754 E ENCOURAGING COMMUNITY DEVELOPMENT, A TRAINING GUIDE FOR LOCAL WORKERS. Biddle, William W. * Biddle, Loureide J. 68 DOCUMENT NOT AVAILABLE FROM EDRS 234p.

TERMS: *change agents, *volunteers, *community development, *volunteer training, *nonprofessional personnel, role perception, conflict

ABSTRACT: This training guide is written to meet the needs of universities and colleges to which the Peace Corps, VISTA, churches, and other volunteer-using agencies turn for help in training the nonprofessional or preprofessional local worker in community development. The lessons are directed to the "encourager" who lives with the people participating in development and who must relate himself, his neighbor, and the process to the professional and the big decision- makers. Chapters deal with such topics as understanding the role of the local worker, understanding the people to be served, forming working groups, developing sensitivity, cultivating emergent leadership, establishing friendship that encourages, helping people build a sense of community, encouraging wise choices of activity, relating communities to larger social systems, keeping records and developing a sense of community history, searching out procedures for making group life satisfying and productive, reconciling community conflict, using influence ethically, and helping create a social organization that will continue the process of building community. There is an addendum to each chapter which introduces social science students to selected authors whose writings substantiate or challenge the authors' point of view. (This document is available from Holt, Rinehart and Winston, Inc., New York.) (rt)

SECONDARY TERMS: resolution, leadership training, community agencies (public), private agencies, social systems, interpersonal competence, productive living, indigenous personnel, neighborhood, culture conflict, citizen participation, socialization,

(over)

AC 001 609 E NEW YORK UNIVERSITY'S HARLEM SEMINARS. Miller, Harry L. New York Univ., School of Continuing Education. NOV 67 EDRS PRICE MF-$0.25 HC-$0.76 19p.

TERMS: *discussion groups, *negroes, *university extension, *poverty programs, *adult education programs, ghettos, urban areas,

ABSTRACT: In 1966-1967, New York University's School of Continuing Education conducted discussion groups in Harlem in child development, consumer and educational problems, and Negro history, to test the feasibility of extending university informal adult education into the poverty areas of New York. The instructors (four Negroes and two whites, all with advanced degrees) were aided by six instructional assistants, indigenous personnel who recruited participants through personal contact. Seminar participants were mostly women, unskilled, and with less than high school education. Only a small number attended sessions regularly. Results suggest that extension of an urban university into the minority ghetto can serve as a connecting link between the dominant culture and the excluded underclass. However, such a program must be heavily subsidized if it is to have the visibility necessary to its symbolic role. A series of eight to ten session seminars is recommended, on the topics of the child and the family, education and the school, Negro history and the civil rights movement, community action, and New York politics and government. Participants should be encouraged to enroll in the entire series and receive a certificate upon completion. The project director should be a Negro with an integrated instructional staff. (aj)

SECONDARY TERMS: participant characteristics, indigenous personnel, consumer economics, child development, educational problems, negro history, civil rights, participation, recruitment, negro teachers, negro leadership, faculty integration, New York City, New York University, Harlem,

AC 001 652 E CITIZEN PARTICIPATION IN COMMUNITY DEVELOPMENT--PART 2. WORKSHOP MANUAL. (Rev. ed) Fessler, Donald R. Virginia Polytechnic Institute, Blacksburg. Extension Div. Bull-277 MAR 67 EDRS PRICE MF-$0.25 HC-$1.72 43p.

TERMS: *group dynamics, *individual differences, *interaction process analysis, *group behavior, workshops, manuals, teaching guides,

ABSTRACT: The training materials in this manual are intended for use in resource development, an approach to regional, county, or community needs primarily concerned with motivating people to help themselves. The purposes are (1) to train citizens to analyze their needs and solve their problems and (2) to train professionals to make more effective contributions to the group and use their skills to greater advantage. Professional workers should be trained in groups according to their administrative level and then training should be provided for citizens at local, county, or district levels. The workshop in group process provided as a teaching experience in this manual includes general sessions and training groups. In the general sessions, of not more then 50 persons, theoretical principles of group process are presented in an informal atmosphere. In the training groups, of 12 to 16 participants, members operate in a role playing situation, as citizens of X county. Each group has a trainer to direct it and a process observer, who analyzes the group discussions. Elements of group process studies include--group norms and goals, conformity pressures, interpersonal relationships, group attraction, relevance of goals, leadership prestige, felt needs, decision-making, planned change, force fields in behavior, and the role of partners in change. (eb)

AC 001 321 E TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. EVALUATION REPORT. Scientific Resources, Inc., Union, N.J. OCT 66 DOCUMENT NOT AVAILABLE FROM EDRS. 55p.

ED 012 432

TERMS: *program evaluation, *culturally disadvantaged, *community action, *indigenous personnel, *leadership training, poverty programs,

ABSTRACT: In Elizabeth, N.J., where the socially disadvantaged live in high density housing, Scientific Resources Inc. recruited and trained eight indigenous people to serve as adult educational aides in a six-month project designed for the New Jersey Community Action Training Institute. Six aides, aged from 18 to 48 with ninth grade to college education, completed the training and four were immediately employed in poverty programs. The training program included field work, T group sensitivity training, clerical skills training, and creativity training based on theater arts, and a community newspaper. Although problems were encountered, the program illustrates that the disadvantaged, when trained, are an excellent untapped source of poverty personnel. Future programs should locate training centers in store fronts, involve professionals and nonprofessionals in joint training seminars, pay higher stipends to aides, be flexible to use all community agencies, and carry on continuous evaluation. Appendixes include an attendance chart, present employment status of aides, and the training syllabus. (This document is available from Scientific Resources Inc., 1191 Morris Ave., Union, N.J.) (aj)

SECONDARY TERMS: urban areas, participant characteristics, community programs, teacher aides, sensitivity training, skill development, creative dramatics, field instruction, recruitment, field experience programs, creative activities, training techniques, Elizabeth New Jersey, Scientific Resources Incorporated,

AC 000 141 C A CLIMATE OF CHANGE, COMMUNITY ACTION IN NEW HAVEN.
Farrell, Gregory R. Rutgers Univ., New Brunswick, N.J. Urban Studies Center. 65 65p.

TERMS: *organizations (groups), *urban renewal, *action programs (community), *neighborhood improvement, vocational education, adult students, adult basic education, dropouts, enrichment programs, children, financial support, neighborhood centers, administrative organization, New Haven,

ABSTRACT: Community Progress, Incorporated, a nonprofit community action corperation established in New Haven, Connecticut, in 1962 with a 3-year Ford Roundation grant has undertaken programs of employment, educational, and social services, emphasizing involvement with the poor on a close, informal, neighborhood basis. Social, vocational health, educational, legal, and recreational needs are served by community schools open 14 to 16 hours daily, and by neighborhood centers. Middle-skill technical training, fundamental education and general vocational training and counseling for adults and recent school dropouts, and cultural enrichment for preschool and school children, are major activities conducted. Document includes review of earlier urban renewal and antipoverty efforts in New Haven, an outline of Community Progress, Inc., operating divisions and liaison with other agencies, and general discussion of achievements. (ly)

AC 000 616 JE BUILDING AN ENVIRONMENTAL TRAINING MODEL, MAPCORE - A TRAINING EXERCISE FOR AIR POLLUTION CONTROL (IN Training and development journal, 21(5)/41-50, May 67). Siegel, Gilbert B. * Sullivan, Donald M. MAY 67 DOCUMENT NOT AVAILABLE FROM EDRS. 10p.
ED 012 409

TERMS: *program evaluation, *models, *training techniques, *air pollution control, program description, research, controlled environment,

ABSTRACT: New air pollution control programs have resulted from the "Clean Air Act" passed by Congress in December, 1963. The University of Southern California developed a training model, called MAPCORE, which provides a semi-structured environment, is practical and realistic in approach, provides opportunity for high creativity, provides an interdisciplinary approach, and can be applied to training programs in any field where a continuous, integrative thread of development is needed. It is based on the Airlie House report on the three skills needed by air pollution control officials -- engineering and applied physical science, biological and medical, and social science -- and on "Dixon, Tiller County," which provides a basic scheme of a community that could be modified selectively. Built on a progressive continuum, MAPCORE consists of -- the total hypothetical community (Dixon/Tiller County), a simulation framework, and the "igniters" which start the students on their simulation activities. It is probably possible to apply the MAPCORE principle to most training situations, but careful planning and analysis will be required. (This article appeared in Training and development journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307. Madison, Wis. 53705) (eb)

SECONDARY TERMS: simulated environment, sequential programs, program development, program content, simulation, interdisciplinary approach, sequential learning, role playing, administrative personnel, case studies (education), MAPCORE, University of California,

AC 001 269 C THE HUMAN FACTOR IN COMMUNITY WORK. Batten, T.R. 65 194p.

TERMS: *community services, *social agencies, *caseworker approach, *case studies, *social workers,

ABSTRACT: This is primarily intended for the field workers, supervisors and local administrators of organizations engaged in community development, social development, adult education, agricultural extension, health extension, and co-operative education. It contains 37 cases, and each case is followed by a commentary which analyses the problem and discusses its implications for the worker. (Published by Oxford University Press, London) (author/sm)

AC 001 090 I GROUP DEVELOPMENT, PRINCIPLES AND TECHNIQUES FOR WORKERS IN GROUP SERVING ORGANIZATIONS. Dimock, Hedley G. Sir George Williams, Univ., Montreal (Quebec). 66 273p.

TERMS: *T Groups, *group behavior, *human relations, *group dynamics *methodology, leadership training, group relations, interpersonal relationships, behavior change, individual development,

ABSTRACT: Written for workers whose full time job is giving leadership to group programs in educational, social and recreational community serving organizations, this book covers various areas of group development which are related to successful functioning and a sufficient amount of detail to enable a worker to do actually what is discussed, such as chairing a meeting, or constructing a sociogram, or evaluating a program. The three sections of the book deal with understanding groups, discovering group needs and problems, and applications by group service workers, respectively. An appendix carries survey forms and charts and an extended bibliography. (sg)

AC 000 394 C WORKING WITH PEOPLE IN COMMUNITY ACTION, AN INTERNATIONAL CASEBOOK FOR TRAINED COMMUNITY WORKERS AND VOLUNTEER COMMUNITY LEADERS. King, Clarence, 65 192p. pub. by Association Press, New York.

TERMS: *community development, *volunteers, *training techniques, *committees, *needs, *case studies (education),

ABSTRACT: Drawing examples of community problems from around the world, this casebook emphasizes volunteers and trained werkers working together for community improvement, Topics covered are determining needs and priorities, role of specialists, committees, and neighborhood councils, and training community workers. There are definitions and a bibliography.

AC 000 444 C FEEDBACK PROCESS IN THE COMMUNITY CONTEXT (Explorations in human relations training and research, 4). Lippitt, Ronald. Nat. Trng. Laboratories. Washington, D.C. 65 21p.

TERMS: *human relations, *training, *feedback, *delinquents, *community involvement, socially deviant behavior, youth,

ABSTRACT: The feedback process is discussed under six meanings or contexts--1) data processing, 2) patterns of involvement, 3) feedback within a system, 4) action guidance, 5) feedback as validation, and 6) feed-out.

AC 001 253 E LAW EVERYONE SHOULD KNOW, ADULT COURSE OUTLINE. New York State Educ. Dept. Bur. of Cont. Educ. Curriculum Dev. Bull-98 New York State Bar Association, Albany. 66 EDRS PRICE MF-$0.18 HC-$4.16 104p.
ED 012 420
TERMS: *laymen, *law instruction, *instructional films, *adult education programs, *curriculum guides, New York State,

ABSTRACT: This latest revision of the introductory course in law for laymen (as practiced in New York State) discusses the new divorce law, capital punishment, protection against self-incrimination, and taking against a will as well as other changes in the law since the last revision in 1961. Course One includes sessions on wills defined, wills and estate planning, family relations, accidents, local government, criminal law, courts and litigation. Course Two covers contracts, real estate, negotiable instruments, business organization, employment laws, courts and litigation. The appendix includes several tips for instructors, a list of 11 films, and the addresses of the sources for them. (eb)
SECONDARY TERMS:

AC 001 309 E PROGRAM TO TRAIN TRADE UNIONISTS AND CAP STAFF WORKERS AS COMMUNITY ACTION TRAINERS, CURRICULUM AND SCHEDULE. Industrial Union Council, AFL-CIO. New Jersey Community Action Training Institute. Rutgers. The State Univ. Labor Education Center. 67 EDRS PRICE MF-$0.09 HC-$1.36 34p.
TERMS: *training techniques, *change agents, *community action, *poverty programs, *curriculum, union members, subprofessionals,

ABSTRACT: Objectives of the ten-day residential training program held in June 1967 were--to understand the role of the trainer, to develop skills and knowledge in working with groups and in implementing community action training programs, to heighten self-awareness, to learn to apply force field analysis to problem solving, to interpret labor's position in social programs, to investigate anti-poverty legislation and causes of poverty, and to test new methods of training non- professionals as trainers. The curriculum was to include group discussion, films, role playing, and analyses of decision making and program evaluation and review techniques. Visits to manpower projects were planned, and sessions on research techniques and resources, on the nature of state governments' political and economic power, and on the role of labor in improving urban housing and education and in civil rights. Participants were to evaluate the training program. As a final exercise each participant would organize the project he planned to implement within his community. The residential phase of the program was to be followed by bi-weekly, structured, all-day seminars in which field project experiences would be reviewed. (aj)
SECONDARY TERMS: leadership training, training objectives, political issues, field trips, films, research methodology, group discussion, role playing, decision making skills, program evaluation, program planning, program descriptions, labor unions, New Jersey Community Action Training Institute, Rutgers Labor Education Center,

AC 001 383 E RETRAINING AND MIGRATION AS FACTORS IN REGIONAL ECONOMIC DEVELOPMENT. Wisconsin Univ., Madison. Industrial Relations Research Institute. U.S. Dept. of Commerce. Office of Regional Econ. Development. SEP 66 EDRS PRICE MF-$0.18 HC-$4.04 101p.

TERMS: *economic research, *capital outlay (for fixed assets), *human resources, *depressed areas (geographic), *regional planning,

ABSTRACT: This report, prepared for the Office of Regional Economic Development, features a review of recent research on retraining and migration as independent and interacting factors in regional economies. Findings are also related to current United States manpower policy and to retraining and relocation schemes in Western Europe. In the United States, unemployed workers willing to relocate tend to be relatively young (largely males aged 20-35), with few community ties and little or no property, and either well informed on the labor market elsewhere or willing to take risks. Retraining and relocation have generally proved helpful to such workers, but effects on national and regional unemployment are still inconclusive. Nevertheless, investments in physical capital appear useless without investments in the education, training, and mobility of the labor force. Accordingly, existing programs and services must be closely coordinated at local, state, regional, and Federal levels, and more research must be conducted on socioeconomic benefits and costs, employment trends, and ways of meeting the acute needs of older workers and the functionally illiterate. (The document includes specific case histories and activities, an extensive classified bibliography, and abstracts of 50 of the items cited.) (ly)

SECONDARY TERMS: relocation, mobility, age differences, labor market, manpower utilization, migration patterns, retraining, comparative analysis, financial support,

(over)

AC 001 401 E EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR SUMMER YOUTH DEMONSTRATION PROGRAM THROUGH YOUTH OPPORTUNITY CENTERS. Report. Nichols, William O. * Borsuk, Charles S. U.S. Dept. of Labor. Office of Manpower Policy, Evaluation and Research. 82-09-66-111 U.S. Dept. of Labor. Bureau of Employment Security. 67 EDRS PRICE MF-$0.18 HC-$2.72 68p.

TERMS: *summer programs, *indigenous personnel, *disadvantaged youth, *neighborhood centers, *employment programs, group guidance,

ABSTRACT: The 1966 Summer Youth Demonstration Program operated at 50 Youth Opportunity Centers (YOC) in 22 states. Designed to provide a stronger relationship between community youth and the Youth Center, local people on summer vacation were hired to work in the programs. They acted as in-house clerical help, community workers in outreach activities, interviewers and job developers for the Summer Placement Program, and aided in group guidance training. The late start of the program (July 1) created serious handicaps. The Community Worker Program suffered from lack of lead-time to select personnel, and only about 25 percent of applicants were placed in summer jobs. However, there was some real success. The youth provided real service to the Centers. The group guidance classes (called TIDE for testing, informing, discussing, and evaluating) were considered an outstanding success in providing orientation to the working world and exploration and clarification of attitudes and relationships. It is recommended that some form of summer youth employment program be part of Youth Center services, that the TIDE program be refined and demonstrated with accurate and timely controls over grant-in-aid payments and reporting procedures and, if successful, should be incorporated as a regular part of MDTA training. (pt)

AC 001 241 C (SEE AC 001 416 C) EDUCATION AND TRAINING OF HEALTH MANPOWER (IN HEALTH MANPOWER, National Commission on Community Health Services, Washington, Public Affairs Press, 1967/119-154). 67 38p.

TERMS: *professional training, *health education, *community health services, *health programs, *health occupations education, paramedical professions,

ABSTRACT: This is to point out that personnel of high quality are essential for the establishment of adequate staffing of community health services in the decade ahead, and that the quality of personnel depends fundamentally on their selection, education, and training. This also synthesizes the thinking of educators and health practitioners and sets forth minimum, essential measures that will strengthen the education and training of various categories of health workers. (sm)

AC 001 540 E MEN WANT WORK. REPORT TO THE UNITED STATES DEPARTMENT OF LABOR OFFICE OF MANPOWER AUTOMATION AND TRAINING. Lollis, David L. The Council of the Southern Mountains, Inc., Berea, Kentucky. DEC 66 EDRS PRICE MF-$0.50 HC-$2.60 65p.

TERMS: *manpower development, *rural areas, *on the job training, *federal programs, *economic development, community action,

ABSTRACT: The Council of the Southern Mountains made a one-year study of the Manpower Development and Training Act in Appalachia and helped establish the youth, education, job development, work experience, VISTA, and on the job training programs which are reviewed and evaluated in this report. It was concluded that--(1) men want jobs, (2) while unfilled jobs exist in business throughout Appalachia, trained workers are not available, and (3) there are unmet needs in welfare, education, health, and public facilities. It is recommended that future manpower work in the area center around three programs-- (1) on the job training, to include matching jobs with the unemployed and providing aid in planning training programs, counseling services for trainees, help to business in developing markets, and community action programs to involve the poor in social change, (2) new careers, to include the training of indigenous unemployed for nonprofessional jobs in welfare, education, and health services, and (3) direct employment of the poor in conservation, road construction, and beautification. (Document includes a description of the training program of a new industry-Iron Mountain Stoneware, case histories, and a report, including tables, of the special value of on-the-job training in rural areas.) (aj)

SECONDARY TERMS: subprofessionals, evaluation, counseling services, interagency cooperation, cultural isolation, low rent housing, adult basic education, indigenous

(over)

AC 001 284 C THE QUIET REVOLUTION. U.S. Dept of Health, Education and Welfare, Washington. Office of Economic Opportunity. 67 141p.

TERMS: *agencies, *poverty programs, *economic disadvantagement, *work experience programs, *community programs, VISTA, Job Corps,

ABSTRACT: An explanatory and statistical report on the War on Poverty by the Office of Economic Opportunity dealing with Community Action Programs, the Job Corps, VISTA, and other federal agencies and departments. (sg).

AC 001 147FI SYSTEM LINKAGES AMONG WOMEN'S ORGANIZATIONS, AN EXPLORATORY STUDY OF MEMBERSHIP AND LEADERSHIP LINKAGES AMONG WOMEN'S FORMAL ORGANIZATIONS IN A LOCAL COMMUNITY (Sociological Studies in Civil Defence). Beal, George M. * and others. Iowa State Univ., Dept. of Sociology and Anthropology. Rural Sociology Report No. 42. U.S. Secretary of the Army. Office of Civil Defense. OCD-PS--65-9

TERMS: *intergroup relations, *group membership, *change agents, *organizations (groups), *females, social change, community leaders, tables,

ABSTRACT: The local Civil Defense Director is seen as a change agent with the task of instigating social change. In local communities voluntary organizations, conceptualized as social systems, are potential resources which a change agent may use, but relationships between them may inhibit involving them in social change efforts. One of these relationships is that of structural system linkage, i.e. overlapping memberships with or without accompanying leadership responsibilities or qualities. Four types of structural system linkages are analyzed in this report -- member to member, member to officer, member to organizational influential, and member to community influential. Definite patterns of member to member and member to leader linkages existed among the 41 study organizations. Clusters of organizations were delineated by patterning member to member linkages. The pattern of member to leader linkages differed from that of member to member linkages. Certain clusters had greater potential influence over community organizations than did others. Implications of the findings for change agents and future research are drawn from the conclusions. author/aj

SECONDARY TERMS: community organizations, interpersonal relationships, social structure,

AC 000 164 C BIG CITY DROPOUTS AND ILLITERATES. Dentler, Robert A. * Warshauer, Mary. 65 138p.

TERMS: *urban dropouts,*illiteracy, *dropout rate, *statistical data, *research, urban areas, comparative analysis, economic factors,

ABSTRACT: Results of this study broaden knowledge of the relationship between educational attainment and economic insecurity and suggest that national and state economic policies, including programs of social insurance, may be of substantial importance in fostering increased educational attainment, while school and welfare programs that attempt to deal directly with dropout prevention or literacy are irrelevant if not futile. (Document available from Center for Urban Education, New York, for $3.00)

AC 001 374 I LIVING FOR THE 60'S, A LEADER'S DISCUSSION GUIDE (THE TELEVISION SERIES). New York State Educ. Dept. Bur. of Cont Educ Curriculum Dev. 67 38p.

TERMS: *retirement education, *audiovisual instruction, *educational films, *group discussion, *older adults, community involvement, teaching techniques,

ABSTRACT: This discussion guide was prepared for use in conjunction with 20 films which comprise "Living for the 60's" produced by the State University of New York. These films were developed to show the active role that retirees can and do continue to play in the ongoing life of the community. Topics covered include social security, Medicare, physical exercises, hobbies, volunteer work, second careers, continuing education, money management, consumer protection, books, lipreading, cooking, fashion, and income opportunities. The appendix included an outline for preparing to lead a discussion and the techniques of questioning, a checklist for group discussions, a listing of topics occuring in more than one film, and a film order form. (sg)

AC 000 581 C DEMONSTRATION PROJECT ON MOBILITY OF UNEMPLOYED RURAL WORKERS IN SOUTHERN ILLINOIS. Final report. Westberg, William C. Southern Illinois Univ., Carbondale. U.S. Office of Manpower, Automation and Training. 66 42p.

TERMS: *mobility, *unemployed, *financial support, Illinois, MDTA,

ABSTRACT: The hypotheses that relocation subsidies would increase the number of workers moving out of surplus areas into demand areas and that information concerning other factors affecting worker mobility could be obtained were tested.

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